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EDUCATION AT THE VIENNA EXPOSITION.

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THIS topic is, perhaps, too large for the limits of a single paper in the "Teacher," but I will try to jot down a few notes about it. I wish first to say a word of the Universal Exposition as a whole, especially in answer to the question which has been asked me many times a day, "Was it a success?" And the answer to be given to this question depends upon what is meant by success. If the Exposition is looked upon as a scheme of the Austrian Government to increase its revenues for 1873, I suppose it will have to be reckoned as a dead failure. Its cost far exceeded the original estimates and its running expenses were enormous, while the fear of cholera and the extortion of the hotel-keepers probably deterred millions of visitors from coming to the great show. But in whatever other light it is looked upon, it seems to me it must be pronounced a triumphant success. It was indeed a world in miniature. There, under those vast, palatial roofs were assembled the most characteristic products of all lands and all peoples: from the forests and the mines, from the fields and plantations of every clime, from the flocks and herds and the wild beasts, from the depths of the sea, from the birds of the air; every textile fabric that loom can produce; pottery, china, and glass in all the exquisite forms and hues that ingenuity has devised; metal work of

every species, from the delicate ear-ring to the huge anchor and ponderous engine,—every implement, weapon, or machine whether for peace or war. This vast museum of industrial art was supplemented by immense galleries devoted to the fine arts, and filled with the best productions of living artists.

But no such meagre enumeration as this of the contents of the Exhibition can convey anything more than the faintest conception of its extent, variety, beauty, and wealth, or of its value as a university for the study of all mankind as pupils. It has been not inaptly called a competitive examination of all nations, where the rank of each, in respect to its progress in useful and ornamental arts, was to be judged. It is obvious that nothing could be more useful than such a comparison for stimulating future progress in civilization. For one, I confess I am an advocate of universal expositions, and I am glad we are to have one in America, and that it is to take place on the centennial anniversary of our National Independence, at Philadelphia. There and then I trust we shall more than regain whatever credit we may be thought to have lost at Vienna.

The Paris Exposition of 1867 was the first that contained an educational department, and to Napoleon III belongs the credit of having suggested it; and, in view of the great interest which attended this experiment, Baron Schwartz, a most enlightened and liberal-minded man, determined, not only to follow the example of Napoleon in this respect, but to make Group 26, the designation of the educational department, a conspicuous feature of the Vienna Exposition. He was particularly anxious to procure a complete exhibition of American education, as he had acquired an exaggerated notion of the excellence of our school systems from a semi-official book on the subject, by M. Hippeau, of France. The result at Vienna showed an immense improvement on the educational group at Paris. Nearly every European government, except that of Great Britain, made liberal provision for the proper presentation of the means, appliances, and results of their educational systems, designating their most distinguished educators to serve on the International Jury for Group 26, and defraying their expenses.

In taking a general view of Group 26, it was obvious that to

Austria belonged the first rank, both for extent and excellence, as well as for orderly arrangement ; the States of the German Empire came next and at slight distance, its collections being displayed in a palatial pavilion erected for the purpose by the Imperial Government. Then followed France and Switzerland with fine shows. Russia, Sweden, Holland, Spain, Portugal, Italy, Hungary, British India, Roumania, and Brazil contributed valuable and interesting collections. America stood perhaps better comparatively in this group than in any other, with the possible exception of that which comprised machinery.

But such generalities as these probably have not much interest for the great mass of the readers of the "Teacher" ; they would prefer, probably, some definite and practical particulars, not caring much for a formal essay on the subject. I will therefore endeavor to select a few such items from the great mass of materials, as they lie before my mind's eye when turned to the educational courts as they appeared last July.

The National school-houses were the first objects of interest, of which there were four, the Swedish, Austrian, Portuguese, and American. The Swedish edifice was truly a thing of beauty ; it was entered for a prize, not as a school-house, but as a specimen of carpentry, — a trade in which, perhaps, the Swedes have no superiors. It was designed as a model rural school-room, and a dwelling under the same roof for the family of the teacher, and it is difficult to see how it could be improved, either as to respect to workmanship or design. The natural beauty of the wood, an admirable pine, was nowhere covered up by paint. I procured plans and views of this structure, and of the Austrian school-house, for insertion in my report to the Legislature. I wish I could convey to my readers an idea of the completeness and perfection of the fittings, apparatus, and appliances with which the Swedish school-room was supplied. They were the admiration of every spectator ; they were observed and studied by school-men with intense interest ; often I went and took my seat in the teacher's chair to enjoy the charming spectacle ; and as Bishop Fraser said of one of our own schools, I often wished that by some magic power I could put this exquisite edifice, with its precious contents, under a glass case, and transport it to our shores, for the inspection of

every lover of the common school. But what were those contents? The list would be too long for this article, and yet there was no crowded appearance. There were blackboards of the most perfect pattern and material; there were the best maps, mounted in the best way for beauty, use, and durability; there were charts for history, charts for reading, tablets illustrating natural history, beautiful cases filled with sets of specimens for teaching natural history, physical apparatus, herbariums, globes and geometrical forms, an ingenious reckoning machine, boys' muskets and uniforms for military drill; and in a small side-room an admirable folks' library for the inhabitants of the school district. The furniture for pupils consisted of single desks and seats made wholly of wood, the idea of which was carried from the Quincy School in Boston, to Sweden, more than twenty years ago, by Silgstrom, a distinguished educator, who wrote an admirable book on American education.

The Austrian school-house was erected under the direction and at the expense of an association of gentlemen formed for the purpose. It was a substantial, comely structure, two stories high, built of brick and covered with mastic. On the lower floor was the dwelling for the schoolmaster, and a good-sized room containing a great variety of illustrative apparatus, such as weights and measures, sets of specimens of natural history, beautifully arranged, and miniature models of mechanical and agricultural utensils. Here, also, was a small room furnished with three or four desks for the occupancy of pupils who might be sent from the school-room for misconduct. On the second floor was the well-proportioned school-room, furnished with double desks, which, with all the other internal wood-work, were stained with a color resembling black walnut, yet so as to leave visible, to a certain extent, the grain of the wood, thus producing a very pleasing effect. Foot-rests were provided for the pupils, an improvement which I observed also in the newer school-houses in the various German cities. Besides excellent wardrobes, there was adjacent to the school-room a commodious apartment for the use of the girls while engaged with their needle-work.

Near the school-house was a one-story building, seventy or eighty feet long, one end of which was divided into apartments

for the schoolmaster's cow, pig, and poultry, and for storing fuel; the other end was devoted to a gymnasium for use in the winter season and during inclement weather, and for a boys' workshop, which was supplied with a variety of tools for different kinds of wood-work. Near this building was an apiary furnished with several hives of "busy bees," which were probably intended as an appropriate example of industry for the pupils, and at the same time as a means of increasing the revenue of the schoolmaster. Various appropriate mottoes were handsomely inscribed both upon the outside and inside of the school-house and gymnasium. The grounds about the building, comprising perhaps half an acre, were handsomely laid out, the part in front of the gymnasium being appropriated to gymnastic exercises and play, while the rest was mostly devoted to the purposes of a miniature botanical garden and experimental farm and forestry. The ruling idea in designing this establishment was to show how to combine good taste and convenience with the strictest *economy* in building a rural school-house; and from this point of view it was certainly a marvellous success, and well deserving of a high honor.

The Portuguese school-house was very different from those described, and not at all equal to them; and yet it was highly creditable to the Portuguese nation.

In the American school-house our country gained no laurels; there was not the first sign of anything which could be called taste about it either within or without. A German pedagogist on inspecting it would not be long in concluding that the edifice with its fittings and furnishings was the product of minds which had not yet quite exhausted the whole subject of education. When the job was finished by the contractor and turned over to the commissioner, he felt at once that he had an elephant on his hands. It would be assumed of course by visitors that it was the embodiment of the American idea of a model school-house. This would never do while such a thing as the admirable Swedish school-house stood within a few rods. What was to be done? After much puzzlement, it was finally decided to put up a sign to tell all the world that this was not the best thing we could do in the way of building a school-house. But how should the announcement be worded? Here was a problem to exercise Yankee inge-

nuity. Finally it was determined to christen it the "*American RURAL School-house*." So the important information was posted over the door on a tablet, which looked as if it had been gotten up by robbing some American school-house of the most rural type of its oblong wooden blackboard, and chalking upon it in Roman capitals the important words.

In external appearance it had a general resemblance to some of the district school-houses of a somewhat modern date which one might find in some of the most educationally backward country-towns of Massachusetts. It was clapboarded and painted a light gray color. It contained a school-room, a smaller apartment, and two entries. To its credit it should be said that the school-room was of fair size and proportion; and I believe this is the only thing that can be said with truth in its favor. It was badly lighted, having windows on the three sides instead of one, or at most two; the windows were absurdly narrow; to show that we Americans do not forget ventilation, two very diminutive iron ventilation registers were placed in the wall, one at the top and the other at the bottom, which reminded me of a rural school-house in a New-England State of which I knew, the ventilation of which was attempted by means of an inch-and-half lead pipe, leading from the ceiling to the roof. These registers opened into *no ventiduct*, although there was a dummy ventilating cap on the ridge-pole of the building. The walls and ceiling were covered with canvas instead of plaster, and this was papered with a somewhat showy wall paper; portions of this paper on the wall being painted black to represent blackboards. Some maps and charts were hung on the walls without regard to system or completeness, and some miscellaneous school-books were scattered about on the table and desks. The platform was covered with a Brussels carpet which was not remarkably congruous with the notion of a rural school. The rest of the description of this school-room would consist mainly of an enumeration of the desirable things which it did not contain. Owing to its favorable location and the remarkable sign over the door, it naturally had many visitors, but it is doubtful whether it will be much copied either at home or abroad.

In passing through the educational courts of different coun-

tries the American visitor would, I think, be struck with the varied and profuse display of the cunning work of school-girls' hands. If he should go into one of the rooms of the Swiss department he would find huge portfolios, to the leaves of which were attached in a tasteful manner a great number of useful and ornamental articles of needle-work, made by school-girls; and this was but a type of what might everywhere be seen. I neither saw nor heard of a girls' school in Europe where the education of the hands was not carried on in connection with the education of the brains. In the most famous High School for girls in Berlin, I saw in the school-room occupied by the highest class a large table for cutting out work, and an American sewing-machine. In respect to this branch of practical education, it seems to me that American educators might learn a profitable lesson from the example of Europe.

In the matter of school furniture, I think America may justly claim the pre-eminence. The twelve single desks and chairs in oak, representing all sizes, from that of the lowest Primary to that of the Normal School, from the establishment of Joseph L. Ross in Boston, which were symmetrically arranged in the alcove appropriated to the Boston collective educational exhibition, were the admiration of every observer, and their number was millions. It was no doubt the best furniture yet produced in the world, and yet it was taken out of the shop just as it was made for sale to customers in the ordinary way. All this furniture was disposed of in specimens to be placed in industrial and educational museums in different parts of Europe. When I told European educators that this was a sample of the furniture provided for the use of every pupil in Boston, they were greatly astonished, and often remarked that it was an evidence of the inexhaustible wealth of America.

The city of Washington contributed a real gem to the American department, in the shape of the beautiful fac-simile model of the noble Franklin Grammar School-house in that city, at the expense of at least a thousand dollars. The city of New York sent a very creditable collective exhibition, comprising several cases of text-books and drawings, reports, volumes of scholars' work, statistical charts, and stereoscopic views of the interior of

school-rooms. The latter were very fine, and attracted much attention. Chicago, Cincinnati, Cleveland, Springfield, Ill., and some other Western cities sent very elaborately prepared specimens of scholars' work in numerous large volumes, richly bound in full russia; but unfortunately they received no credit for these in the way of prizes, as the International Jury found it impossible to examine and determine the relative merit of scholars' work from elementary schools, so great was the mass of it sent from different countries.

The exhibition of appliances for instruction in geography was very interesting and valuable. From Switzerland and Germany there were very fine relief maps and globes. The atlases produced in Germany are vastly superior to any yet published in America, and are at the same time extremely cheap. There were individual wall maps in the German department of great excellence and beauty; but there was no whole set so extensive or so good as Guyot's largest series, which adorned the walls of the American court.

The government of Würtemberg recently appointed Professor Bopp, a distinguished professor in the Polytechnic school in Stuttgart, to systematize the study of physical science in the elementary and secondary schools of that kingdom. A set of physical apparatus devised by him for the use of elementary schools was on exhibition, and attracted much attention on account of its simplicity and cheapness. But there was no set of philosophical apparatus for the use of common schools that could bear a comparison either in respect to excellence or completeness with that of the Messrs. H. B. and W. O. Chamberlain, which was comprised in the Boston collection.

The limits prescribed for this article will permit me even to mention only a few of the interesting features of the exhibition, but I must not omit that of drawing, which was eminently conspicuous. In this branch the American court was sadly deficient, — in fact, absolutely nowhere in the competition. I wish American teachers could see the large portfolios of splendid drawings sent from the elementary schools in Paris, containing admirable specimens on a large scale of free-hand outline and shading, and of geometrical, machine, and architectural drawing.

The productions from the Real Schools of Vienna alone were enough to constitute a splendid exhibition. A mere glance at the extensive and meritorious contributions furnished from the numerous polytechnic, bau-gewerbe, and industrial art schools of Germany, Austria, and Switzerland afforded abundant evidence that industrial art education had made great progress in these countries. As yet America has done but little in this direction, indeed scarcely the first step has been taken.

The Jury very justly awarded the Grand Diploma of Honor to the National Bureau of Education at Washington ; and General Eaton, the able and devoted United States Commissioner of Education, deserves the chief credit for whatever of success attended our American educational exhibition at Vienna, while he is in no degree responsible for the imperfections of the American school-house.

The Grand Diploma was granted to the State of Massachusetts in view of the evidence of what was done and is doing here for education as presented in the complete sets of State and municipal reports contributed to the exhibition. The same honor was unanimously and cheerfully granted to Boston. If the effect of these honors shall cause us to relax our efforts for the continued improvement of our schools, they will prove an injury rather than a benefit.

A CRITICISM.

WHEN Dr. Holmes, the prince of satirists, called Boston "the hub of the universe," he gave expression to an idea which, though perhaps unacknowledged, readily found a response in the hearts of Bostonians. No one can deny that the people of Boston are proud of their city. Nor, it must be conceded, is the feeling without foundation. In business enterprise she knows no rival ; the lines of elegant buildings rapidly approaching completion in the Burnt District show what the tact and ability of her merchants can do even when their resources are crippled ; and the medals assigned at the Vienna Exposition bear witness to the nations that she holds an honorable place among the cities of the world.

With ready and noble generosity she responds to calls of distress from East and West; so that we may say she is the headquarters of charity for the world. In every department she aims to be a leader; and within her ample limits she gathers whatever may add to the graces of polite society or the charms of a literary career.

But it is chiefly of her public school system that Boston is proud. No pains, no expense is spared that her children and youth may obtain a good education. Not only those branches which our fathers considered essential are taught to each of her children, but music and drawing, once regarded as accomplishments, are now found in the curriculum of every public school in the city. Her school-buildings are large and costly, and their appointments are limited by no mercenary counting of dollars. Her citizens are ready to pour out their money like water that their crowning glory, the public schools, may keep the high rank they have deservedly attained. How Boston regards her public schools is shown by the fact that strangers and royal magnates enjoying her hospitality are taken to visit them.

Since all these excellences are conceded, one may with better grace call attention to a defect existing in the Girls' High School, the highest eminence in the mountain-range of learning which girls, by the free gift of the city, can attain. Munificently as Boston has provided for the education of her sons, she has thus far failed to meet the demands of her daughters for a higher education. Many girls to-day are turning longing eyes to the college doors, and they have a right, equally with their brothers, to be fitted at the public expense for these higher institutions; but the startling fact remains that in Boston (with the exception, perhaps, of some of the recently annexed districts) no girl can be fitted for college at the public school. To-day, while hundreds of young men are fitting for college in the Latin School, those girls who would gladly share their studies are debarred the privilege; and the few whom circumstances have rendered independent of the public schools for their education, are studying Greek in private schools.

From the last Quarterly Report of the Committee of the Girls' High School, it appears that the amount of Latin there taught is

insufficient to fit a pupil for college, and that the Greek language is not even recognized; yet this same report opens with the remark that "the school is in a satisfactory condition, so far as the course of instruction is concerned." Can it be that all concerned are *satisfied*, when girls are obliged to go to expensive private schools to learn what is freely offered to their brothers?

Just here it will be pertinent to consider the boasted superiority of Boston schools to suburban schools. In the matter now under discussion the superiority will at once be seen to be in the suburban institutions. In one High School near Boston, for several years there has been no class in Greek composed exclusively of boys; and the girls of these classes not only study Greek, but take the full course preparatory to college, and graduate with honor. The experiment in this school has demonstrated the ability of the girls to do this work; they are usually found to lead in their respective classes. Nor is the school thus referred to a solitary example. In every direction from Boston the High Schools of the neighboring towns recognize the need of the higher education for girls, of which so much is said at the present time, and offer to all their pupils, without distinction of sex, the opportunity to pursue those studies, the knowledge of which shall yet prove to girls, as it has already proved to boys, the "open sesame" to unbar the college doors.

It may be objected that in towns where the sexes are taught in separate schools, as in Boston, it would involve great additional expense to supply, in the girls' schools, teachers competent to fit pupils for college. If money, which is so lavishly expended for exhibitions, school festivals, and the like, cannot be raised for this nobler object, what a powerful argument do we have in favor of coeducation!

Another objection to fitting girls for college may be urged: it may be said that, while Harvard College persistently refuses to admit young women to its privileges, and many other colleges of less note follow the example thus set, it is not worth while to try the experiment. Yet facts are stubborn things; and the facts remain, that girls, unable to go to college where they would, will and do go where they can; that many colleges have already thrown to the winds distinctions of sex, as well as of color; that

in our very midst the new Boston University offers alike to both sexes its privileges, its honors, its diploma; and that to-day many an earnest young woman, impelled by a noble desire for knowledge, rejected from the school where she would show herself her brother's rival, is fitting herself for college in a private school, or under the direction of a private tutor.

Ought these things so to be? Is it not worth while that Boston, the queen city of our State, should vindicate her claim to be a leader in educational matters? Let her remove this blot upon her fair fame, and, actuated by right and justice, proclaim to all the children and youth within her borders, equal opportunities to develop the intellectual faculties which God has given them.

SIGMA.

WILLIAM RUSSELL.

SAYS Mr. Barnard:—

“Mr. Russell commenced his seminary in Lancaster, with liberal aid from the local friends of education there, with the assistance of a numerous and superior corps of instructors, and with a promise of entire success. But the highly liberal course now adopted by the State of Massachusetts in establishing State scholarships in her colleges, for the benefit of young men intending to devote themselves to the business of teaching in the public High Schools of the State, and in the generous encouragement given to students of both sexes in the State Normal Schools to extend their course of professional study, has, to a great extent, superseded the necessity of any private establishment for the higher professional training of teachers.”

Mr. Russell proposed to call the institution he was establishing the New England Normal Institute. Few persons have ever begun such a work with higher qualifications, a richer experience, or with nobler views. He had received his education in one of the highest colleges in Great Britain, and obtained a very high rank in every department of study. His long residence in New Haven, Cambridge, and Boston had given him opportunities of knowing the modes of instruction and discipline in some of the highest literary institutions in the country; he had

seen their successes and their failures, and known or conjectured the causes; and his thorough education and extensive and thoughtful reading, with his wide and varied experience, had richly qualified him to teach and superintend teaching in every department. It was no presumption which led him to call the institution he was establishing the NEW ENGLAND NORMAL INSTITUTE. How is it to be regretted that an institution so planned, and to be so conducted, to be established in the most beautiful town in New England, should have been allowed to fail.

His views in regard to important points in the work of teaching, are best learnt from himself, from his Address at the opening of the Institute. Read what he says of a cause for the advancement of which he had done as much certainly as any other individual:—

“The slightest survey of ‘the steps of New England’s advancement’ is sufficient to show that the particular direction which the great current of intellectual progress is, at present, taking, in this favored region, is that of *a more extensive and a more effectual course of professional preparation, for those who present themselves as candidates for the arduous office of instruction*. On this point, the intellectual, the moral, and the political strength of our whole community of New-England States, and, indeed, to a great extent, of our national Union, is at present bearing with a centripetal force at once conservative and impelling.

“We wish to offer, also, to our students who may aim at places as instructors in the higher seats of learning, a wider range of intellectual culture than the State can be justly expected to furnish to those who are candidates for the charge, only, of our common and high schools. We wish, moreover, to meet the wants of individuals who possess, perhaps, the advantages of a superior education, and who are desirous of entering the field of useful labor, as teachers, but whose circumstances are not met by the arrangements proper to our State Normal Schools.”

“The adequate training of teachers for *private* schools, even of an elementary character, will require the addition of instruction in branches not demanded by State legislation.

“The instructors, too, of schools of a more elevated character, as to extent of teaching, and particularly of schools in which

the teacher is at liberty to mould or modify the character of his school, according to the views of his own mind,—these require all the advantages arising from *such an extent of preparation in various subjects, as shall best serve to furnish adequate means of giving direction and distinctive tone to the professional labors of the individual.*"

"It is our earnest desire, while we leave unsatisfied no immediate want of the teacher's vocation, to afford a wide and elevated scope to all minds which take an interest in the ceaseless enlargement of the sphere of education, and the progressive advancement of the art of teaching."

"We propose to render our humble tribute of aid to the grand meliorating movement by which the field of education has been so enlarged, as to embrace not merely the understanding and the memory, but *the conscience, the imagination, the taste, the heart, and the will, as the great sources of character.* We wish to aid in furnishing activity, also, and skill to *the eye* and to *the hand*, as well as to the *voice.*"

"Our endeavors to mould the mental character will be founded on the principle, that *all true intellectual progress is a growth and a life.* Our prevalent school regimen does not train the mind to the freest, fullest, strongest exercise of its own powers,—generously trusting to its ability, thence derived, to apply itself to details. The teacher insists on details as the prime objects of acquisition, from the very first, and thus dwarfs and distorts, too often, by premature and unseasonable effort, the whole intellectual character."

"In school exercises, there has been a neglect of proper training to habits of orderly exactness, of personal neatness, of systematic action, of thorough-going instruction, of attention to details, of the practical application of principles,—in one word, of true teaching and true learning."

In the following passage, we find him, twenty years ago, insisting upon elementary principles of instruction in the earliest education which are just coming prominently forward.

"Previous to a course of discipline on arbitrary geometrical forms, like those of *letters*, the infant mind should have been first trained on the natural forms of life, in *plant* and *animal* around

it, by being furnished with a due number and variety of these, for *observation* and *classification* and *description*, individually; and in interesting and instructive groups. A long course of silent, but most effectual, as well as pleasing cultivation, should have followed on inanimate *objects*, on *models* and *pictures* of objects, before the unmeaning and highly arbitrary forms of *letters* were presented at all.

"We have arranged our course of studies for teachers, so as to secure attention to a *regular, orderly, and progressive development of the mind*. We suggest the deferring of the theoretic study of language, for example, till the learner shall have had opportunity of acquiring a good elementary knowledge of *the objects, facts, and phenomena of nature, and their relations*. These are the only real basis of thought and language.

"Objects—thoughts—language; these form the successive steps in the order of nature, in the experience of the mind, and in the history of speech.

"To secure the benefits of a thoroughly practical course of intellectual development, by founding it on things real and actual, we have made provision for that *elementary study of natural objects*, which, by its simplicity, and its proper limitation, as well as its gradually progressive character, seems best adapted to the wants and circumstances of the young minds of which our students are, in due season, to assume the guidance. Nor does this course require any expensive or formal apparatus for its purposes. Magnitude, form, color, weight, distance, are everywhere around us, soliciting our attention. The wayside flower, the pebble at our feet, the tree of the forest, the mountain in the distance, the tints of cloud, of foliage, and of blossom, the exhaustless variety of form in plant and mineral, are everywhere inviting us to study. In these directions the young mind is athirst for knowledge, and is ever craving it as aliment and gratification. On such *data* do we all begin our formation of ideas."

Then as to the formation of purity and nobleness of character, so apt to be neglected in the course of education:—

"To purify, to elevate, to hallow this forming power of the soul, and thence to sway the *will* and touch the *heart*, the true teacher can rely on no influence so effectual as that of *enlightened con-*

science; and his steadfast endeavor will ever be to aid, for this end, an early impression of the lessons of the great books of Creation and Revelation, and the historic page of Providence."

"The chief resources of the teacher, as regards *moral influence*, are his *personal judgment, skill, and tact*. By these he is enabled to keep his pupils in a pure and genial and invigorating atmosphere of feeling, which secures and cherishes the healthy growth of disposition, principle, and habit."

"Teachers whose heart is in this part of their duties, and who have the culture and the skill requisite to interest a juvenile audience in a story or an anecdote, are quite competent to select such a succession of these as shall serve to hold up a train of noble examples for imitation, and to infuse a sympathetic desire for virtuous action."

"No term should elapse, in any school, without the pupils hearing some observations from their teacher, or entering into familiar conversation with him, and with one another, on every one of the great primary virtues of childhood, in the relations of personal action, and of home and school duties. If 'the undevout astronomer is mad,' surely the teacher is not quite sane, who, with the stars over his head, the wild flowers under his feet, God's great 'stone book' lying open before him, the wonders of the human frame, and the manifestations of immortal mind, living and working around him, feels no desire to awaken, in the soul of youth, a thought of the All-creator, or who suffers the volume of sacred Truth to lie a dead letter on the school desk, without an endeavor to attract the attention of his pupils to its lessons of Divine wisdom and love."

"A calm, collected, and concentrated attention depends, to a great extent, on an unexciting atmosphere, on regulated diet, on due intervals of rest, alternating with stirring activity and inspiring recreation. A clear mind depends on an undisturbed brain, unharassed nerves, and unexhausted muscles."

"To make the whole course of education, whether in its physical, its intellectual, or its moral relations, what it should be, it must be rendered a succession of genial, earnest, arduous, personal efforts on the part of the pupil. The skilful teacher is he who shows others how to educate themselves, and induces them to do so."

In his earnest recommendation of instruction in music and drawing in all the schools, Mr. Russell says :—

“The instructor who can illustrate his ideas by employing even the humble degree of skill required for chalking on the black-board, has an immense power over the attention of a young class; he can secure it with inevitable certainty, and hold it long, without weariness or wandering. The hand of the accomplished draughtsman converts the blackboard into a graphic encyclopædia for the intellect, a pictorial tablet for the imagination, or a moral dramatic scene for the heart.”

Speaking of drawing, he says :—

“It is a most delightful expedient for bringing into our school-rooms the presence of Beauty and Pleasure, in their purest forms, and walking hand in hand with our two more familiar New-England friends, Industry and Utility.”

Observe what he says of the deficiencies of our schools :—

“Is it not too generally the case, that at present even the young New-England farmer leaves school utterly ignorant of the great facts of the creation, of the stars over his head, of the soil under his feet, and its vegetable productions, of the composition of the very air which he breathes, of the organization and habits of the animals around him, of the structure of his own frame, of the primary laws of health, by which it may be kept in available vigor—the very foundation of his usefulness or success in his vocation?”

And observe what, according to Mr. Russell, ought to be the capacity and the aim of a teacher :—

“In the special training of the *teacher*, regard must ever be had to the influence which he is to exert as a *mental benefactor* of his pupils, not merely as regards the book-lessons which he is to require of them, but the friendly communications which he is to hold with them, in the intervals of formal school exercises.”

“A graduate of one of our colleges gave his school an admirable elementary course of geology, and one on botany, during the pleasant excursions of Wednesday and Saturday afternoons. Another expended money, not less liberally than time, in giving his pupils a brief course of evening lectures, once a week, on some of the most simple and useful facts exhibited in the science

of chemistry. Another, still, led his young charge, at his own expense, through an outline course of Mitchell's edition of Burritt's elementary study of the heavens; and yet another of these unostentatious philanthropists led his youthful class, to their great delight, down the current of history, by means of a series of original diagrams, commencing with the prominent facts of sacred history, and following the stream of time downward to our own day. The interest taken in this series of practical lessons was strong enough to bring individuals, twice a week, on winter nights, from the comfortable fireside, miles distant from the school-house."

"The ability to teach depends on the ability to state and illustrate principles, to define ideas, to explain difficulties, to give impressive utterance to thought, to deliver, occasionally, an eloquent address, to discuss, at a professional meeting, subjects involving the daily business of the teacher's life, and the progress of the young minds dependent on the offices of instruction."

After urging the study of "*the best portions of our own literature*," and the manifold uses as a mental discipline of a faithful study of the ancient languages, Mr. Russell adds:—

"But it is not merely from their effect in disciplining the mind that the Greek and Latin languages are of value to the teacher. To him they have a peculiar worth as treasures of acquisition upon which he is to draw in the daily business of teaching, in deducing etymologies, with all their suggestive wealth of association connected with the meaning, the power, and the actual use of language in its vernacular forms, in reading, conversation, composition, or public address. To all, therefore, who would become skilful teachers, even of our English tongue, we would hold up the study of the ancient languages as a most desirable part of their personal training and accomplishments."

Mr. Russell naturally and honestly adds:—

"In one department of education, long neglected in seminaries of every rank, but now receiving something of its due share of attention,—*elocution*, as comprising the exercises of reading and speaking,—our instructions and training will be conducted with regard not only to its demands as an indispensable part of practical and useful culture, but in its connections with eloquence and

poetry, as one of the most effectual modes of æsthetic discipline for taste and imagination, and as at once the most accessible and most attractive of all the fine arts. Propriety and grace of utterance are to no class of persons more important than to teachers, and to none more becoming than to those from whose lips children first imbibe the accents of their native tongue, and whose impressive and eloquent reading of the choicest passages of our own literature, has the power to render the parlor more attractive than the theatre or the lecture-room.

"As one great means conducive to such results, the appropriate *recitation of poetry* will receive a proportionate attention. We shall feel desirous of awakening an active interest in this branch of mental and physical cultivation, which exerts so powerful an influence on habit and manner, not less than on taste. To teachers of both sexes we suggest it as a most important part of their personal training, not less than that of their pupils."

Upon the subject of penmanship now so very much neglected in many schools, Mr. Russell very justly says:—

"The use of the pen, like that of the pencil, trains the mind to exactness, to neatness and grace, or tends to degrade and corrupt the taste, by slovenly and awkward habit, or to pervert it by extravagance and glaring display. The process of learning to write is a most effectual training for the formation of either a true or a false style of expression in all other forms. The tendency to accuracy of habit, to propriety of manner, to the love of genuine beauty, may be most effectually cherished and confirmed by the judicious and tasteful teacher of penmanship, who communicates to his pupils the principles which govern his own style. The opposite picture we need not present."

The study of logic, "not in its scholastic forms, but in its application to the processes of thought," is thus commended:—

"There is no class of human beings to which a logical use of the mind can be deemed unimportant. But to the teacher it is the very condition of success in his hourly task of guiding the minds intrusted to his care. Teachers need nothing so much as a preparatory discipline in practical logic, by which to guide their own minds not less than those of their pupils. So great is our present deficiency in this direction, that, at our professional meet-

ings, in teachers' institutes, scarcely an individual can be found who can state in clear, correct terms what a definition itself is, what a proposition, what a strictly logical argument, what the difference between the processes of induction and deduction, or even what analogy is ; a thorough understanding of all which is indispensable to the distinct perception, not merely of the true character of a train of thought, but of the grammatical construction of a sentence, in virtue of the form of thought which it embodies."

"One object of assiduous attention, in this connection, will always be the training of our students to *correctness and fluency of expression*. The teacher's main office is to talk, that he may teach ; and the prevalent neglect of adequate training in the actual use of language leaves most young persons, even those who are otherwise well educated, in a state of embarrassment when attempting to meet the customary demands for explanation and illustration to which a teacher is daily and hourly subjected.

"Two things are indispensable to the teacher who would be successful in his vocation. He must train himself to think with clearness, exactness, and despatch, and to express his thoughts with accuracy, perspicuity, and fluency. If to these prime requisites he can add the felicity of illustration which a poetic culture of the imagination will not fail to furnish, nothing will be wanting to constitute him one of the highest intellectual agents—an eloquent, a consummate teacher."

There is very much more which we should be glad to quote, but we must end with—

"A gem from that ancient mine, the 'golden soul' of Plato. 'Man cannot propose a higher and holier object for his study than education, and all that pertains to education.' Add a corollary from the noble-minded Niebuhr. 'The office of an instructor of youth is a most honorable one, and one of the happiest callings in life, to a noble heart, despite all the evils which mar its ideal beauty.'"

"It was Mr. Russell's custom," as we learn from a lady who was his constant pupil at Lancaster, "to devote the first half hour of school, every morning, to devotional exercises and moral instruction. His scholars were much impressed with the beauty

and appropriateness of the 'moral lessons,' as they were called, and often took notes of them. Later, his scholars, when teaching, pursued the same plan of instruction, esteeming it the surest way of elevating the minds of their pupils, and inspiring them to duty."

We thus see what a noble, elevated, and adequate idea Mr. Russell had of what a teacher should be, and what admirable qualifications he exhibited for the office of forming one.

As a friend, Mr. Russell was genial, warm-hearted, and sincere. He was familiarly acquainted with the best portions of English literature, kept up an acquaintance with the current reading and news of the day, and was most suggestive, agreeable, and instructive in conversation, for which he had a singular talent. He had all the genial qualities which make a good friend, and a kindness and natural warmth which won the confidence and affection of his pupils; all of whom remember him with the greatest interest and respect.

G. B. E.

NOTE. — Besides his contributions to nearly all the journals of education, Mr. Russell published more than thirty volumes of lectures and addresses of great value, a list of which is given in Article IX, in the March number of the "American Journal of Education," from which so large a part of the present article is taken.

BREAKING THE CHILD'S WILL. — "No art is so useful in the management of young children (nor is any art so much neglected) as that of *avoiding direct collision*. The grand blunder which almost all parents and nurse-maids commit is, that when the child takes up a whim against doing what he is wanted to do, — will not eat his bread-and-butter, will not go out, will not come to lessons, etc., — they, so to speak, lay hold of his hind leg, and drag him to his duties; whereas a person of tact can almost always *distract the child's attention from its own obstinacy*, and in a few moments lead it gently round to submission. I know that many persons would think it wrong not to break down the child's self-will by main force, to come to battle with it, and show him that he is the weaker vessel; but my conviction is that such struggles only tend to make his self-will more robust. If you can skilfully contrive to lay the dispute aside for a few minutes, and hitch his thoughts off the excitement of the contest, ten to one he will then give in quite cheerfully; and this is far better for him than tears and punishment. It is just the same with
s."

RESIDENT EDITOR'S DEPARTMENT.

PICTURES AS AN AID TO NATURAL HISTORY.

"Teaching natural history by pictures is no better and no worse than by a book. . . . A picture cannot furnish opportunity for that exact observation which must underlie precise definition and correct classification. It may help to impress a statement in words, but this is all. Think of building up a science of human physiology from the study of a manikin!" — *Mass. Teacher*, Nov. 1873.

NOTHING is of greater importance to the teacher's success, and to the welfare of those to be taught, than that the instructor possess a clear understanding of the nature of the work to be performed, of the objects to be accomplished, and the materials to be employed during the processes of teaching. The theoretical pedagogue may tell us that the nature of the work consists in subjecting the pupils to long and severe efforts of minute and repeated observation upon matters not easily perceived, under the supposition that drill and discipline constitute the chief ends of all teaching, regardless alike of the pain or pleasure which it affords the learner. A Spartan-imitating teacher might declare that the object to be accomplished is to impart alone that knowledge most useful to the man. The professor in some department of science may assert that training the pupils to *discover* facts pertaining to nature comprises the chief material to be employed in teaching. And yet there appears a new master who tells us that the true plan for school-work is to make children scientific; and that the only means for securing this end is to throw away books and pictures, because they tend in the direction of "superstition, fanaticism, humbuggery, scandal-mongering, demagogism, — vitiating politics, social reform, and religions." Then he would have the pupils learn nothing about all that vast multitude of objects, animals, productions, natural scenery, which they cannot find within the bounds of the city or hamlet in which they chance to reside, because no "testimony of others" must be received "without verifying it by personal observation." He would have the teacher proceed according to the manner of building up a science. Has it yet been ascertained that the plans by which the sciences were built up constitute the best modes for teaching them? When it is remembered that the carrying out of those plans required the combined results of the labors of many individuals, whose patient observations and careful researches were continued through a long series of years, insurmountable difficulties appear in the way of introducing these as models of teaching. Life is too brief, the fields of observation are too extended, the subjects to be studied are too numerous, and the researches necessary to verify each supposed fact would become too protracted for the period allowed for school instruction. No one

can complain of a scientist for spending six months in studying the structure and observing the habits of a grasshopper or a mosquito; but can our pupils afford to devote time in that proportion to each necessary subject of school instruction?

In view of these obstacles it cannot be claimed that such a system would be available in common schools, or even in the best of high schools.

No sane person would assert that any department of the science of natural history could be built up by the study of manikins, models, pictures, diagrams, etc., but it by no means follows that these are not *available instruments* for successfully teaching a science after it has been built up.

The intelligent teacher naturally seeks the best aids for each subject of instruction. But he accepts and uses the best that can be procured. The study of zoölogy could not be supplied with other aids so completely adapted to its purpose as by a favorable opportunity to see each animal in its native haunts, to watch its movements, observe its habits, its food, and to study its structure. But the remembrance of the long series of years spent by Audubon away from his home in studying the habits of the animals found in that part of North America included within the United States alone, and also the fact that multitudes of other animals inhabit the jungles of Africa and Asia, and other portions of the world, remind us that such a plan is not an available one for school purposes.

Since we cannot go to the homes of these animals, let us send forth and compel them to come to us; for "the life, in animals, renders them peculiarly attractive to the young." A menagerie embracing the principal orders of animals, with individuals of several families in each order, would be an excellent aid to the study of zoölogy. But we find ourselves confronted with the fact that such aids are not attainable for the common schools.

Next in order of utility, as aids to the study of the form, structure, size, and color of animals, are their stuffed skins. But to our regret we find them to be exceedingly difficult to procure, even were the great expense no objection; but the item of cost alone "compels us to look for some other, though perhaps less effectual means of reaching the same end."

Since we can neither visit these animals in their native haunts nor give them a dwelling-place near our schools, nor are able to gather their preserved skins in our cabinets, what further means remain as aids to the study of natural history for the great mass of the children in our schools? Fortunately the writer of the extract at the commencement of this article supplies us with a gleam of hope. He says:—

"We must look for some other, though perhaps less effectual means of reaching the same end."

The order of interest to the observer is the order of value as aids to the instructor; the objects themselves; their pictorial representations; descriptions of them. Then we must next seek for pictures to aid us in reaching the end in view. It matters not that "the study of pictures is based upon faith." The study of geography has no better foundation; and neither ped-

agogues nor new masters would dispense with this subject, or with globes and maps as aids for teaching it in school.

To pictures, then, let us look as our *most available* instruments, both from practical utility and cost, for aiding us in leading children to acquire a knowledge of zoölogy.

The next inquiry may be what pictures are adapted to instruction in natural history. Children should be trained to observe those prominent characteristic resemblances which are possessed by animals of the same kind. They may be led, by the aid of pictures which are adapted to the purpose, to notice these characteristics when they meet animals possessing them. Whether the use of Prang's Natural History Series is adapted to the attainment of these ends may be at least inferred from the following extracts from the *Manual of Directions* which accompanies each set:—

"It is not intended that a knowledge of what is represented on these cards shall be considered an *end* in the system of instruction which they represent. . . . During all these Natural History lessons, the pupils should be led to *observe animals* as much as possible. . . . Request the pupils to try to see animals which possess the general characteristics of those represented. . . . At the close of the first lesson on the *cat*, request each pupil to examine a cat at home, and to notice whether it possesses each characteristic which has been pointed out in the large picture."

The three most important steps in the process of gaining knowledge are, *observation, comparison, and classification*. The plan of using Prang's Natural History Series comprises these three steps; indeed, these are the foundation of this system of instruction.

In evidence of the value of the above statements, and of the value of pictures as an aid to the study of natural history, we cite the following testimonies, and submit the case to the readers of the "Massachusetts Teacher," hoping also that each will examine these pictures for himself:—

"The child should be trained to comparison, to notice points of resemblance and difference in all objects of study. The leading points of likeness and unlikeness are happily illustrated in this series."—*Birdsey Grant Northrop, Secretary of Connecticut Board of Education.*

"I shall recommend and urge their introduction and use into all of our schools, as invaluable aids in studying Natural History."—*Dan'l Leach, Supt. Public Schools, Providence, R. I.*

"They cannot fail to lend a charm to the study of Natural History, whenever they are placed in the hands of children."—*David Beattie, Supt. Troy City Schools.*

"I cannot conceive of a plan that could render the subject more attractive to the young."—*John Hancock, Superintendent of Schools, Cincinnati, O.*

After trying the series of Natural History Cards, I am well satisfied that they answer the purpose for which they were intended, completely. Our teachers are unanimous in their praise."—*Wm. T. Harris, Supt. of Public Schools, St. Louis, Mo.*

RECEPTION OF HON. JOHN D. PHILBRICK.

HON. JOHN D. PHILBRICK's return from an educational tour in Europe, was the occasion of a pleasant reception by the Masters of the Boston schools, at their meeting at the City Hall, Oct. 9.

Mr. Joshua Bates, of the Brimmer School, from his long acquaintance and appreciation, as well as from his eminent position and fitness, was chosen by the Masters to welcome their honored and beloved Superintendent. Mr. C. Goodwin Clark, of the Gaston School, waited upon Mr. Philbrick to the Chair, and introduced Mr. Bates as their representative.

*MR. BATES'S ADDRESS.**Mr. Superintendent :*

A few days since I received a note from one of our number, informing me that it was the wish of some of the Masters of our Public Schools, that I should extend congratulations to you on your safe return, and a most hearty welcome to your home, kindred, and many friends.

Perhaps, sir, it will not be inappropriate to the occasion, if I for a moment recur to some reminiscences of the past. It is now nearly thirty years since you and I commenced our labors in educational work, in adjoining districts, in this city. Thus I had an opportunity, for some years, to observe your faithfulness to duty ; to study your plans of operation, your methods in discipline and instruction, and the estimation in which you were held by the Committee, parents, and the community at large.

After several years of devoted and efficient labor, you were called to another and a higher position, — to superintend the educational interests of a neighboring State. We all felt, when you left us, that we had lost one of our most faithful and energetic teachers, and at the time were assured that an influence would go with you that would reach every school district in that Commonwealth, and we were not disappointed in our expectations.

After the resignation of Mr. Bishop, as Superintendent of the Boston Schools, the question was agitated who was the best man to fill the place. Among the many gentlemen mentioned, your name stood foremost, and your nomination for Superintendent was confirmed by the School Board, and received the unanimous approval of the Masters' Association. That position has been filled these many years, with honor to yourself, with very general satisfaction to the Committee, and with the hearty good-will and approbation of the Masters.

Your position, sir, is one of the most difficult to fill in our municipal government. Committees, parents, and teachers all have their peculiar notions and plans to suggest, and if possible to carry into operation ; and many of these will necessarily be antagonistic. Amidst diverse and conflicting suggestions and plans, you have managed affairs with much wisdom and discretion. Seldom has there arisen any opposition to your recommendations and ar-

rangements, and very few could have so successfully, for so many years, held the position you now hold with such general satisfaction to all concerned.

With a record so honorable as yours has been for so many years in this city, and also in your late mission abroad, permit me, sir, in the name of these Masters, who as a unit respect and esteem you, to welcome you most cordially to the city of your love, and the field of your usefulness.

We welcome you, laden with rich experiences which from time to time you will unfold to us, telling us all you have seen worthy of imitation in other fields of observation, and in what respects schools in foreign lands excel our own; thus stimulating us, I trust, to nobler efforts and a deeper interest in the great work in which we are engaged. We are glad to see you returned to us, evidently in such vigorous health, ready for renewed effort and energetic work.

Welcome, then, thrice welcome, Mr. Superintendent, to this good old city of Boston, where you have spent the most active and vigorous portion of your days. That your life may be spared for many years to labor in this vineyard, as happily and honorably as in years that have passed, is the fervent wish of these Masters here assembled, and the many friends who on every side extend to you most cordial greeting.

MR. PHILBRICK'S REPLY.

Gentlemen:

I am extremely grateful to you for this cordial welcome home, and I tender my warmest thanks for the well-chosen, friendly words which have been spoken by Mr. Bates, my co-worker and friend of many years, and no less for the approval of them which you have so unmistakably manifested.

I cannot help feeling that this is one of the most interesting and agreeable occasions of my official life, because it affords me undoubted assurance that your personal good-will, and the value you put upon my efforts to improve the condition of our schools, have increased with the years of our associated labors.

I have ever regarded your good-will and confidence as an important and even necessary means of furthering my official usefulness and success, in the position which I occupy. And I esteem myself most fortunate to have secured your friendly regard to such an extent, and to have retained it for so long a period amidst so many trying circumstances as have encompassed us. And in view of the fact, which none of you, I think, will question, that disdaining to seek to win your favorable consideration and your co-operation in carrying out my plans, by employing flattery or any unworthy motive, I have uniformly relied, for this purpose, upon appeals to your reason, and your sober, candid judgment—this cordial expression of your continued confidence and friendliness, is, I cannot but think, as creditable to you as it is gratifying and encouraging to me. It affords me great pleasure to say on this occasion,—and I say it to your credit rather than to my own,—that during the long period of the official connection which has existed between most of you and

myself, however much some among you may have at times differed from me in respect to educational ideas and measures, the harmony of our personal relations has never been for a moment disturbed. To this harmony I attribute the best part of whatever success has attended my humble efforts to promote the improvement of the Boston school system. May this harmony continue. Judging by the past, there is, it seems to me, good assurance of your continued, willing, and efficient co-operation during the remaining period of my service among you, which must inevitably be drawing to a close.

Coming fresh from the study of the best systems of popular education in the Old World, I am happy to assure you that I still think that we have great reason to be proud of our own schools. The Grand Diploma of Honor was cheerfully awarded to Boston by the International Jury at Vienna, both in consideration of the collective educational exhibition there displayed, and in consideration of the merit of our system as presented in the statistics and descriptions contained in our reports. You will be better able to estimate this distinction when I tell you it was awarded to Boston first, and was afterwards granted to no other cities except Vienna and Berlin, and to those on the motion of one of the American jurymen. I know of no other city where the school accommodations for all the children are so ample or so attractive, as they are here. In school fittings and furniture we need fear no comparison whatever. We may, too, I think, justly claim pre-eminence in respect to liberality of expenditure for the purposes of elementary education.

But while I am glad to be able to claim high credit for our system, I have returned from my foreign tour of inspection fully convinced that we have yet very much to learn of European countries, in respect to institutions of education of all grades and descriptions, from the Primary School to the University. And if we are to maintain our rank and prestige as an educating city, we must not be slow to study and profit by the lessons in educational science which the examples and the writings of foreign countries afford us. Again, tendering my heartiest thanks for this reception and for what you have done in the past to better the schools under your charge, I cherish the hope that you will all be ready to avail yourselves of every opportunity and means to carry forward the improvement of the Boston system of education.

After this reply, Mr. Philbrick proceeded to give an account of the Educational Department of the Exposition at Vienna.

DRAWING IN THE PUBLIC SCHOOLS.

DRAWING must be put into all the public schools, and must be taught in a persistent, rational, systematic, comprehensive manner. That is the rapidly-growing sentiment of thoughtful educators in every part of the country. There is scarcely a school report from any city or important town, but alludes to the great practical value of drawing; while in numerous instances, the immediate introduction of this study into the public schools is emphatically rec-

commended. It is also urged, where something has already been done with drawing, that more and better work be done hereafter. Massachusetts is, by no means, alone in the effort to give her people a more practical education by adding an artistic element to the old literary course of the public schools.

Why this rapidly growing sentiment in favor of popular art education in the United States? Because the great industrial exhibitions of the world, from the first one at London in 1851, to the last at Vienna, show, beyond a scintilla of doubt, that such an education is a leading factor of national prosperity. Because a large class of American manufacturers have discovered that under the levelling influence of steam transportation and telegraphy, they must be completely driven from even the home market, unless they can carry to that market, in the future, more beautiful products than hitherto. Indeed, nothing is so salable as beauty. Because American artisans are learning that the more artistic the work they can do, the better the wages they can command; that, in truth, there is hardly any limit to such increase. Because they further find, in all varieties of building construction, that a knowledge only sufficient to enable them to interpret the working-drawing placed in their hands (and nearly everything is now made from a drawing) will add one third to their daily wages. Hence the increasing demand for popular instruction in drawing, which lies at the bottom of all good artisan and art education.

We have much to learn from the leading nations of Europe about the education of the people both in art and in science, but especially in art. Prof. Ware, of the Massachusetts Institute of Technology, says:—

“At the Universal Exhibition of 1851, England found herself, by general consent, almost at the bottom of the list, among all the countries of the world in respect to her art manufactures. Only the United States, among the great nations, stood below her. The first result of this discovery was the establishment of schools of art in every large town. At the Paris Exhibition of 1867, England stood among the foremost, and in some branches of manufacture distanced the most artistic nations. It was the schools of art, and the great collection of works of industrial art at the South Kensington Museum, that accomplished this result. The United States still held her place at the foot of the column.”

In a handsome and compact volume, recently published by James R. Osgood & Co., entitled “Technical Education,” the author, Charles B. Stetson, has collected a large amount of unimpeachable testimony from various European official sources, for the purpose of showing what should be done, and how done, in the public schools, afterwards in special schools, towards the education of the whole body of the people in practical science and practical art. The statement of Prof. Ware is sustained by the elaborate report of the French Imperial Commission, made in 1865, on technical instruction. Mr. Stetson's book contains various extracts from this report, and among them the following:—

“Drawing, with all its applications to the different industrial arts, should

be considered as the *principal* means to be employed in technical instruction. . . .

"Drawing is, in all branches of industrial art, a means so evident, so useful, and so indispensable for embodying the conceptions of the mind, for studying and fixing the forms to be given to productions, for rendering the creative idea, that there can be no need of insisting on the necessity of developing that branch of instruction which has for its object the diffusion of such an acquirement among artisans of every class. This necessity, which has long been deeply felt in France, has led to the multiplication, in the great industrial centres, of schools of art and scientific drawing, which, while offering to the national taste the means of manifesting itself, have hitherto secured to French industry a great superiority in a large portion of its manufactures.

"The Universal Exhibition of 1855, and especially that of London in 1862, have clearly shown the results which England has already obtained from the immense efforts — among others the establishment of the splendid Museum at Kensington — she has made ever since 1851, to deprive France of that superiority in the works of industrial art, which the first exhibition of 1851 had proved to be indisputable."

Such is the testimony of the eminent men who composed the French Commission. But England has learned from her twenty years of experience, that great schools of art alone, even with numerous subordinate branches, are not enough; she has learned that instruction in drawing must commence in the most elementary schools and must be made universal. To that end she is now laboring. She has also learned that the instruction must be rational, not dogmatic, otherwise the workmen will find it difficult to adapt themselves to the changing requirements of the public taste, because they have simply learned to work by "rule of thumb," and not according to principles which are equal to all emergencies.

Says Mr. J. Scott Russell, in his "Systematic Technical Education of the English People": —

"I am hopeless in the matter of educating the workingman who has grown up into manhood without education. For the most part such men are too old to learn. I have never seen but exceptionally much good come of trying to drive figures and geometrical problems and mechanical theorems, and light and shade, into the head of a full-grown workman who had failed to get a good education when young."

Such is the testimony of the builder of the Great Eastern, of the man who has, for so many years, made a special study of the best way to produce skilled, artistic, independent laborers. But if the workmen have received a suitable elementary education, then they derive the greatest benefit from the special schools of art and science. This is notably the case when the elementary education has been both literary and technical. It is, therefore, of the utmost importance that a good beginning in technical education be made even in Primary Schools, by the study of drawing and some of the natural sciences.

The official evidence, found in the "blue-books" of European governments, shows conclusively that instruction in drawing, both artistic and instrumental, should commence in elementary schools, and should be made common. In concluding the summary of their investigation, the French Imperial Commission say : —

"Among all the branches of instruction, which in different degrees, from the highest to the lowest grade, can contribute to the technical education of either sex, *drawing, in all its forms and applications, has been almost universally regarded as the one which it is most important to make common.*"

But it is not alone in England and France of European countries that we now find the governments giving so much thought to the education of workmen. They are no exceptions. We have not space to give a tithe of the abundant evidence which shows what they are doing. Here is what is said of Nuremberg : —

"There exist in Germany certain institutions, all having for their object, though differing in form, the professional training (properly so-called) of workmen. Foremost among the things taught in these schools, or classes, which are held on Sundays or evenings, always stand free-hand and linear (geometrical) drawing. In some countries, as in Würtemberg and Bavaria (Nuremberg), drawing is the especial object of these schools; and the impulse it has given to all the industries requiring that art are sufficiently striking, and so generally recognized as to render evident the usefulness and necessity of this branch of instruction.

"A glance at the immense variety of children's toys with which Nuremberg supplies the whole world, will suffice to show the progress due to this diffusion of the art of drawing. The very smallest figures, whether men or animals, are all produced with almost artistic forms; and yet all these articles are made in the cottages of the mountainous districts of the country. They find employment for the whole population, from children of tender age, as soon as they can handle a knife, to their parents; and this home manufacture, which does not interfere with field work, contributes greatly to the prosperity of a country naturally poor and sterile."

But the art instruction at Nuremberg is by no means confined to the schools mentioned. In the Primary Schools eight hours a week are devoted to drawing, and six hours in schools more advanced.

For many years the leading countries of Europe have made great and continued efforts to give the industrial classes a technical education. The first Napoleon began the work in France. To-day hardly any other matter so engrosses the attention of the different governments. They begin the instruction in the Primary Schools and carry it on through the more advanced grades; they continue it in the evening schools, Sunday schools, apprentice schools, schools of arts and trades; they promote it by popular lectures and by the establishment of industrial and art museums in the cities and principal towns; they conclude it in the great technical universities with their thousands of students.

It is but natural that progressive American educators, who keep themselves informed as to what is doing in all parts of the world, should recognize the urgent necessity of engrafting, at once, upon our public-school curriculum instruction in practical art. It is but natural that American manufacturers, finding that beautiful products command the readiest sale, that, indeed, such products alone can enable them to maintain their position even in the home market, should not only import European designers and art workmen, but should wish to see American children provided with such instruction as will make of them skilled, artistic workmen. And it is but natural that the authorities having control of the public schools, taking note of the real situation, should begin to move in the good work of adding, by suitable enactment, a just degree of art instruction to the long established literary course of the public schools. With our present common-school instruction upon which to engraft, there is no good reason why the American workman of the next generation should not be the equal in all things, and in some the superior, of his foreign competitor.

Some of the great failures which have recently occurred among manufacturers are largely or wholly due to the fact that the companies have been obliged, of late, to sell their goods below cost because of inferiority in design. Other companies manufacturing the same kind of goods, but of superior design, find no difficulty in disposing of all the goods they can produce, and at a large profit.

It is to the honor of Massachusetts and of the City of Boston that they have enlisted so heartily in the cause of popular art education. They have put their heart into the work ; but that is not all : the steps already taken have not only been deliberate, but eminently judicious.

Finding that what had been previously done was altogether inadequate to meet the demand of the times, they secured the counsel and the services of Prof. Walter Smith, who was strongly recommended by the Art and Science Department of the British government. Prof. Smith, a graduate of South Kensington, not only had had a remarkably successful experience of more than twenty years as a teacher in the best English art schools, but was familiar, from personal observation, with the work done in the best Continental art schools. He was, therefore, well qualified to give that counsel and instruction which would best serve to promote the new movement in behalf of popular art education in Massachusetts. Familiar as he was with the whole field, he could indicate, from the beginning to the end, all the steps needful to be taken, and what would be the result. The good work already accomplished fully justifies the selection of Prof. Smith.

It is already seen that popular education in practical art, at least in drawing, which constitutes its leading element, is an entirely feasible thing. The instruction required for this purpose can be successfully given by the regular teachers of the public schools ; indeed, if they are supplied with suitable books and other appliances, and if the pupils are examined in this as in other studies for promotion, it can be better given by them, with only their knowl-

edge of the principles of teaching, than by expert draughtsmen who are ignorant of the teacher's art. This point having been settled by actual experience in the schools of Boston, Charlestown, and other places, there can be no doubt that instruction in drawing, so far as it bears directly upon the industrial arts, will rapidly make its way, as a required regular study, into the public schools throughout the whole country.

MASSACHUSETTS TEACHERS' ASSOCIATION.

THE twenty-ninth annual meeting of the Massachusetts Teachers' Association will be held in the High School Building, Walnut Street, Worcester, Dec. 29, 30, and 31, 1873.

The time and place of holding the annual meeting have, for many years, been the subject of earnest discussion in the meetings of the Directors of the Association. After a long discussion, it was decided by vote of the Directors, to hold the meeting of this year at the time announced, because the schools in most of the cities and larger towns will then be in vacation, and the teachers at liberty to attend the meeting. It is earnestly hoped that the school committees in all the other towns will dismiss their schools, and come with the teachers to this meeting. The Directors decided to hold the meeting at Worcester, "the heart of the commonwealth," so that the friends of education in all parts of the State may attend. Unusual railway and hotel accommodations have been secured, that the expense of attendance may be as small as possible.

The objects which the Association seeks to accomplish commend it to the personal interest of every friend of education. The association was organized for "the improvement of teachers, and the advancement of the interests of popular education," and has successfully prosecuted its work for nearly thirty years, including in its membership a large number of the most active and enterprising professional teachers and educators of the State.

No effort will be spared to make this meeting interesting and profitable. Questions in which all classes are interested have been selected. Brief essays or speeches will introduce each topic. It is hoped that every teacher will be prepared to take part in the discussions, which should be a prominent and an attractive part of the exercises. Teachers, superintendents, school committees, and all friends of education throughout the Commonwealth, are cordially invited to attend this meeting.

MONDAY, DEC. 29.

At 4.30 o'clock, P. M., the directors will hold a meeting in the Library.

At 7 o'clock, the Association will meet in the hall for business.

At 7.30, a lecture on "Normal Schools and Training Schools and their Graduates," will be given by Rev. A. D. Mayo, D. D., of Springfield.

TUESDAY MORNING.

At 9 o'clock, business meeting.

9.20: Discussion, — "Would the interests of education be promoted by increasing the relative number of male teachers in our public schools?" Introduced by A. P. Stone, superintendent of public schools, Springfield.

10.40: Lecture on "Foreign Education," by John D. Philbrick, LL. D., of Boston.

TUESDAY AFTERNOON.

HIGH SCHOOL DEPARTMENT, WILLIAM C. COLLAR, Boston, *President*.

2 o'clock: Discussion, introduced by Samuel Eliot, LL. D., of Boston, — "Should the education of Girls in our High Schools be identical with that of Boys in subjects, methods, and extent?"

3.15: Discussion, introduced by REV. JOHN BASCOM, of Williams College, — "How shall the demand for the higher education of girls be met?"

GRAMMAR SCHOOL DEPARTMENT, R. C. METCALF, East Boston, *Pres.*

2 o'clock: Discussion by Messrs. G. A. Walton, of Westfield, D. B. Hagar, of Salem, L. M. Chase, of Boston Highlands, and others. "How can a better knowledge of Arithmetic be gained in less time than is now given to the subject in our public schools?"

3.15: Discussion, by Messrs. J. W. Dickinson, of Westfield, Larkin Dunton, of Boston, and others. "How can the power of expression be developed in pupils?"

PRIMARY SCHOOL DEPARTMENT, A. P. MARBLE, WORCESTER, *President*.

2 o'clock: Discussion, — "Necessity and means of securing attention."

3.15: Discussion, — "Course of study in Primary Schools."

TUESDAY EVENING.

7.30 o'clock: Discussion of the "Half Mill School Fund," by Joseph White, LL. D., secretary of Massachusetts Board of Education.

WEDNESDAY MORNING.

At 9 o'clock, business meeting.

9.20: Discussion, introduced by W. E. Eaton, principal of Harvard School, Charlestown. "Are the pupils in our Public Schools overworked?"

9.40: Discussion, introduced by Prof. C. O. Thompson, of Worcester, — "How far should Natural History and the Physical Sciences be studied in our Grammar Schools?"

FREE RETURN TICKETS will be given, through the courtesy of the superintendents, to all members of the association who come to the Convention over the following Railroads, and their branches: Boston and Albany; Old Colony; Boston, Hartford and Erie; Fitchburg; Eastern; Boston and Maine; Boston, Lowell and Nashua; Boston and Providence; New Bedford and Taunton; Middleborough and Taunton; Boston, Clinton and Fitchburg;

Vermont and Mass. ; New London and Northern ; Worcester and Nashua ; Norwich and Worcester ; Providence and Worcester ; on the Cheshire Railroad to Winchendon and stations this side. Teachers on the line of the Connecticut River Railroad can call for excursion tickets to Worcester and back, which will be furnished at half the usual rates.

Return tickets will be furnished during the sessions of Convention upon application to E. Bentley Young, Corresponding Secretary.

Board can be obtained at the Waverly House, Front Street ; Lincoln House, Elm Street ; Exchange House, Main Street ; Waldo House, Waldo Street ; at \$2 a day ; at the Bay State House, Main Street, at \$3 a day.

ALBERT G. BOYDEN, *President.*

ALFRED BUNKER, *Secretary,*
Boston Highlands.

Trains leave Boston for Worcester on Boston and Albany Road at 7, 8.30, 10, 11, A. M. ; 1.30, 3, 4.30, 5, 5.30, 9, P. M. Return 7, 9.25, 9.45, A. M. ; 1.40, 3.25, 4.25, 6, 9.55, P. M.

Dec. 1873.

THE ENJOYMENT OF LIFE.—Our penury of enjoyment is to a great degree our own fault, or, at any rate, the fault of our bringers-up. Unquestionably, men might be trained so as to squeeze infinitely more sweet juice out of life than they do. Our stupid teachers do nothing but pound grammar into our heads when we are young, — a thing which can only grow up into thistles in nine minds out of ten. But were we really educated, were we trained, as we easily might be, to love the beautiful in all its thousand forms, to take delight in poetry, . . . to understand the wonders that lie around us in the construction of our own bodies, and of the air, and of the plants, and in the processes of nature ; were we trained to the delightful habit of thought . . . to the habit of reading . . . to study and love works of art, whether in painting, sculpture, or building ; were we trained to every kind of manly exercise, — why how much more cheerfully would our lives glide by ! But your commonplace and most dull system of education, which consists of forcing the boy for years and years to learn by rote the dry anatomy of a dead tongue, is there any one of all these sources of happiness which it unseals for us ? No, not one.

CHILDREN AND GIRLS.—It is curious to see how a self-willed, haughty girl, who sets her father and mother and all at defiance, and can't be managed by anybody, at once finds her master in a baby. Her sister's child will strike the rock, and set all her affections flowing.

It is not the soft, gentle girl who loves children most, or wins them most, but the girl of spirit.

INTELLIGENCE.

It may be an unwelcome bit of intelligence, but we cannot well withhold it, and be just to our trust. Another volume of the "Massachusetts Teacher" closes with the present number.

Neither time nor expense have been spared in our effort to make the magazine the past year a credit to the educators of the State and acceptable to teachers of all grades and situations. And the gratuitous words of commendation assure us that we have succeeded, in a measure at least, in satisfying the demands of the profession at home, and commanding the respect of those abroad.

We are sure of accomplishing as much the coming year; and in addition we have facilities for improving the magazine. A word for this department. It is no easy matter to supply as much intelligence as we have done the past year. It has only been gathered by hard work. We want to do more with it the coming year. We want some teacher in every city and town in the State who will be responsible for sending us regularly all the educational news of the town.

Will *you* write us at once, offering to do it for your town? If so, you will aid personally and substantially in improving the "TEACHER."

Address A. Mudge & Son, "Intelligence," 34 School Street, Boston.

MASSACHUSETTS.

BOSTON. — *Resignations*, Harriet E. Burrill, head-assistant in the Dearborn School;

Ella L. Bird, assistant in the Winthrop; Miss E. S. Fisher, assistant in the High School.

Teachers confirmed. — Miss Martha D. Chapman, as head-assistant of the Dearborn School.

Miss Margaret Reed, as sewing teacher in the Gaston School.

Mary L. H. Gerry, as assistant in the Winthrop School.

Annie J. Stoddard, as assistant in the same school.

Amelia M. Smith, as assistant in the Lincoln School.

Messrs. Bartlett and S. C. Ward, principals, and E. Bentley Young, J. L. Frisbe, and C. Willis Damon, assistants in the evening drawing schools.

Lewis School. — Mr. Chas. F. King, sub-master in this school, sailed for Europe with his family July 1st, and returned Oct 15th.

He visited the Vienna Exhibition, and the principal places of interest on the Continent and in England. Several letters, describing some of the scenes he witnessed, have appeared in the Boston "Journal." From his experiences, Mr. King has prepared a lecture, entitled "Characteristics of Other Folks."

Miss E. J. Kelley, after five years of successful service in the Dwight School, has resigned her position, to take effect Nov. 10th.

Miss Martha C. Gerry resigned her place as assistant, at the close of the last school year, and has gone with her father, one of our prominent artists, to Europe for a year or two of art study. She spent the summer in Switzerland, and they have settled in Paris for the winter.

Miss Lizzie Gerry, late a teacher in Brookline, has been appointed in her place.

Ward XIX. — The schools have been partly reorganized to put them on the same basis as in the older parts of the city. Those schools, heretofore known as Intermediate, are now united with the

Grammar Schools, as the fifth and sixth classes, thus adding to the duties of the principals.

Salaries have been fixed to conform, in some measure, to the new state of things, as follows: principal of High School, \$2,700; first assistant, \$1,200; second do., \$1,000; principals of Grammar Schools, \$2,400; assistants generally, from \$600 to \$800; primary teachers, \$500.

Bennett School.—Miss Sarah P. Morrill, who has changed her name, is succeeded in the second class by Miss Catherine D. Russell, of Kingston.

Miss Anna Leach, of North Bridgewater, takes charge of the third class, following Miss Annie H. Delano.

Miss Melissa Abbott, of Vermont, is also appointed assistant in the same school.

Miss Chesley, a graduate of the Boston Normal School, has charge of a division of the third and fourth classes temporarily located in Mason's Hall.

Harvard School.—Miss Clara Hooker, a graduate of the class of 1873, Boston Normal School, takes charge of the second class.—In the Kindergarten department of the Everett Primary, Miss Pollock, who had a louder call to Washington, is succeeded by Miss Lizzie W. Gibbs.—Miss Anna M. Farrington, also a graduate of the last class, Boston Normal School, assists in the fifth and sixth classes at North Brighton, now a part of the Harvard School District, and also in the Primary department.—Miss Edwards has a similar position in that part of the Bennett School colonized in the High School building, assisting both in the Grammar and Primary classes.

The inconvenience caused by the crowded state of the Bennett School will soon be remedied by the completion of a new \$50,000 building, with six rooms and a hall, built on a novel and very convenient plan, having three rooms on a floor, with suitable provisions for master's office and teachers' rooms, wardrobes, play-rooms

in basement, etc. J. F. Ober, Esq., is the architect.

CHARLESTOWN.—A native French teacher is to be employed in the High School.—The superintendent read his semi-annual report at the last meeting of the School Committee, from which it appears that the schools generally are in good condition, and that a spirit of progress exists among the teachers. Charlestown has done much in the introduction of drawing into her schools; and the merits of the drawing master, Prof. Lucas Baker, have secured him a professorship in the Normal Art School.

CAMBRIDGE.—Charlotte A. Brown is appointed as assistant in the Putnam School. Eliza M. Huzzy in the same school. Emma Knights in the Gore School.—Dr. A. C. Smith is to teach penmanship in the Primary Schools the remainder of the year.—Anna W. Averill, of the Thorndike School, has leave of absence for two months, because of sickness.—The salaries of the female assistants in the High School is to be increased two hundred dollars each. The other female assistants are to be divided into two grades, receiving \$900 and \$1,000 respectively. The committee failed to elect a superintendent.

CHELSEA.—Miss Lydia Whiting was elected head-assistant in the Williams School.—Miss M. Estella Weston has been a successful teacher in the Williams School for five years, and on the first of November resigned to prepare for other duties.—Miss Nickles, a successful teacher of Revere, has been elected to fill the vacancy.—Eli Veazie is appointed truant officer under the new law.—Mrs. H. L. Weaver is elected as teacher in the Carter School.—Miss M. R. Baker, as teacher in the Central Avenue Primary School.—Miss Emily P. Rudd, as teacher in the Carterville Primary School.—Miss Mary W. Whiting as assistant in the Williams Grammar School.—Miss Addie E. Merrill in the Carter Grammar School.—Chelsea has de-

cided to appoint a Superintendent of Schools.

WOBURN. — The progressive committee of this thriving town are always abreast the most advance movements of the day. Their last step was a most gratifying evidence of the wholesome influence of the superintendent. The committee have availed themselves of the law passed by the last Legislature, and voted to supply all the school text-books used in the town. We believe this is the first town that has succeeded in passing such a vote.

FARM SCHOOL ON THOMPSON'S ISLAND. — Mr. A. H. Powers, who has been at the head of the school since Mr. Frank A. Morse left, has resigned, and is to teach in Bridgewater. — Mr. Louis H. Decker has been promoted to the principalship of the school, and Mr. Walter Hoxie succeeds Mr. D. as assistant. This school has been the nursery of some of the best teachers of the State. — Several Boston teachers served an apprenticeship as teachers on the Island. Superintendent Morse is a capital man to work under.

SOMERVILLE. — The Committee have asked the City Council for additional school accommodations in the Prescott School District. — Miss Clara Bagley has been elected a teacher in the Edgerly School. — Miss Ellen F. Crocker has been substituting in the Lincoln and Prescott Schools.

NORTH BRIDGEWATER. — This town is rising in the scale of educational towns. The superintendent, Rev. C. Wood, gives all his time to the supervision of the schools; and E. Parker, Jr., of the High School, continues a popular and efficient teacher, giving character to all the schools. J. J. Prentiss has recently been appointed principal of the South School.

WEST BRIDGEWATER has tried the economical plan of paying no teacher, with a single exception, more than eight dollars a week; and the experiment has pretty thoroughly *tried* the committee, parents, and pupils.

READING. — The Preparatory High school is obtaining money to purchase a library by a series of entertainments. — Miss Addie Howes is appointed assistant in the Centre Grammar School.

TAUNTON. — The Evening Drawing and Factory Schools were reopened for the winter on the second Monday in November, under the supervision of Dr. Waterman, Superintendent of Schools. The committee were fortunate in securing the services of Mr. J. T. Meats as principal of the Industrial Drawing School. His associate teachers are Messrs. J. F. Park, G. B. Wilson, W. R. Billings, F. W. Dean, S. E. Tinkham. The school numbers two hundred students, and is taught four evenings per week. — Evening schools are opened at the centre of the city and at the Weir village.

Resignations. — Miss Louisa L. Bassett, for several years the able assistant to the principal of the Cohasset Grammar School, Miss Annie H. Presbrey, of the Plain School, Miss Mary Caswell, of the Weir Intermediate School, to go to Ann Arbor, Michigan.

Appointments. — Miss Ellen F. Leach fills the vacancy caused by the resignation of Miss Bassett. — Miss Ellen F. Rhodes takes Miss Leach's place in the fourth grammar class of the Cohasset School. — Miss Mary W. Macomber is appointed as principal of the School-street School. — Rev. Stephen M. Newman and Mr. Joseph Dean have been elected to fill the vacancies in the School Committee caused by the resignation of Rev. Geo. D. Miles and Miss E. F. Padelford.

OUR EXCHANGES.

"THE CHRISTIAN UNION" continues its welcome visits. Every reader of this independent Christian paper can but admire its independence, liberality, and breadth. James Freeman Clarke, Leonard Bacon, Harriet Beecher Stowe, J. S. C. Abbott, Geo. H. Hepworth, and a host of other writers say their best things through its pages.

"THE ILLINOIS SCHOOLMASTER" presents a readable number for November.

"THE CONNECTICUT SCHOOL JOURNAL" is as good as ever.

"THE AMERICAN JOURNAL OF EDUCATION" has an actual circulation of twelve thousand copies monthly; it needs no better recommendation. The editor has a way of putting things that make them readable.

"THE MAINE JOURNAL OF EDUCATION" has a capital article on free textbooks.

"THE CALIFORNIA TEACHER" devotes the number to the report of the Superintendent.

"THE NATIONAL NORMAL" says some true things sharply concerning "College Teaching *versus* College Professors." Such articles are needed in many departments of education.

"THE MICHIGAN TEACHER" prints one of our best articles, giving due credit.

"THE COMMONWEALTH" is Boston's standard in matters of statesmanship.

Not that Mr. Slack directs or controls public sentiment directly, but in his cool-headed way he gives us, as a rule, the political views which the disinterested accept. We have read no better editorial on "The Virginius Affair" than his of Nov. 15th.

"THE INDIANA TEACHER" improves steadily. The November number is capital.

"THE R. I. SCHOOLMASTER" presents some capital things in "Notes from the School-room."

"THE NATIONAL TEACHER" says some good things editorially concerning "class drill in oral spelling."

"THE PENNSYLVANIA SCHOOL JOURNAL" says some of the best things on Normal Schools that we have yet read. Mr. Wickersham pleads for a sufficient number of Normal Schools to supply all the Schools of the State. *A Normal school is incomplete without a Model school; it is like learning to swim without going into the water.*

Books.

A SCHOOL MANUAL OF ENGLISH ETYMOLOGY AND TEXT-BOOK DERIVATIONS, PREFIXES, AND SUFFIXES. With numerous exercises for the use of schools. By Epes Sargent. Published by J. H. Butler & Co., Philadelphia.

At the present time, when teachers in our High Schools, at least, are trying to teach something of English etymology, no book is more wanted than a systematic treatise on this interesting subject, adapted to use in the school-room. Trench and Marsh have done much to interest teachers in etymology; but their works, not being intended for the school-room, have lacked the system which such adaptation involves.

Mr. Sargent has made a school-book, well arranged, and containing almost everything necessary to a complete etymological analysis of English. Even persons unacquainted with Latin, Greek, Anglo-Saxon, etc., will be greatly aided

by this book, and may obtain from it such a knowledge of the language as our popular grammars do not even aim at. Every teacher, whether of a High or Grammar School, should have it; and it is conveniently arranged for a text-book in our High Schools.

We have received from Scribner & Co., New York, the "St. Nicholas," an Illustrated Magazine for Girls and Boys, conducted by Mary Mapes Dodge. If the first number is a fair specimen of what this magazine is to be, we do not hesitate to say that it will soon be found in every household where there are girls and boys of any age. It presents a beautiful appearance. The illustrations are superb; and the reading matter is such as girls and boys like, and such as we like to have them read. The only way to get rid of the miserable trash that our girls and boys devour, is to give them something that improves their taste. When a boy has had good ripe fruit, he

seldom relishes green fruit and crab apples.

THE STORY OF GOETHE'S LIFE. By Geo. Henry Lewes. Abridged from his "Life and Works of Goethe." Published by James R. Osgood & Co.

It was a shrewd suggestion of the publisher to Mr. Lewes, to make this abridgment, as it will find its way where the "Life and Works of Goethe" would not lead, but will be pretty sure to follow. The Life of Goethe has long been recognized as one of the very best biographies in the language; and now, being divested of the criticism upon works "written in a foreign language, and but partially accessible through translations," it will be read by every intelligent man or woman who wishes to know something of the characteristics, and the prominent events in the career, of the German Shakespeare.

FIRST SERIES IN MUSIC: A course of instruction prepared for the use of schools. Fourth Book. By Geo. B. Loomis. Published by Ivison, Blake-man, Taylor & Co.

This is a neat little volume, constituting the fourth of a series, designed for Primary and Grammar Schools. We have not seen the other numbers; but, judging from this, it seems to have been prepared with good judgment and good taste. The music, though not difficult, is of a high order; and the author has judiciously discarded the senseless doggerel which disfigures so many of our juvenile singing books.

LITERARY AND SOCIAL JUDGMENTS. By W. R. Greg. Published by James R. Osgood & Co.

Those who have read the "Enigmas of Life," will require nothing to induce them to add to their collection "Literary and Social Judgments," by the same author.

The first article, on Madame De Staël, at once arrests the attention, and holds it, and introduces us almost into the immediate presence of some of the most distinguished individuals and interesting events of her time. The clearness of the author's style, without any exaggerated straining for effect, gives us a perfect picture of the characters and scenes delineated. Then follows an article of great value, in which, in the language of the "Nation," "he has endeavored to bring back the thoughts of the world" to some of the social problems, which, in most minds, seem to be settled, but the

present solution of which is not satisfactory. The whole book will commend itself to thoughtful readers by its choice of subjects, its style, and the candor and discrimination of its literary and personal judgments.

INTRODUCTION TO ENGLISH GRAMMAR. An Easy Method for Beginners. By Harriet S. Long. Published by J. B. Lippincott & Co.

This book possesses one merit, at least,—it is small. The author "lays no claim to novelty." She simply tries to divest grammar of much that makes it distasteful.

It is not precisely the system that we should recommend to teach children "to speak and write the English Language correctly."

If the object is to teach pupils to *parse*, we think it well adapted to that purpose.

The descriptions — we can hardly call them definitions — are brief, and illustrated by easy examples; and the pupils are not confused by the introduction of difficult combinations.

Then the catechetical form makes it more attractive to the young.

If it is desirable to teach the technicalities of grammar to young children, we think this book will be found very convenient.

THE PAYSON, DUNTON, AND SCRIBNER MANUAL OF PENMANSHIP. Published by Woolworth, Ainsworth & Co.

This is a complete manual for the teacher of penmanship, containing suggestions on the manner of teaching, position, movement, pen holding, and whatever can aid the teacher and the pupil.

DOING HIS BEST. By J. T. Trowbridge. With Illustrations. Published by James R. Osgood & Co.

This is an excellent boy's book, with a strong flavor of the country, and of the old district schools. It presents a vivid picture of the scenes through which Jack Hazard passed, sketched by one who has not forgotten that he was once a boy. Being "touched with the infirmities" and peculiarities of boyhood, Mr. Trowbridge secures the unfaltering interest of his readers. It will have a great sale at Christmas.

TROTTY'S WEDDING TOUR AND STORY BOOK. By Elizabeth Stuart Phelps. With numerous Illustrations. Published by James R. Osgood & Co.

It is enough to say by whom this beautiful book was written, to enlist the at-

tention of all in search of a good healthy book for children. The publishers will receive the thanks of the boys and girls for the charming style in which they have issued it.

OXFORD'S SENIOR SPEAKER. A collection of exercises in declamation, recitation, and representation—for advanced classes. With ninety portraits and illustrations. By Wm. Oxford. Published by J. H. Butler & Co., Philadelphia.

This book contains an excellent selection for elocutionary practice, from the greatest orators and best writers. Almost every species of literature is represented; and the selections, whether of prose or poetry, seem to be judicious and in good taste.

The dialogues will be found interesting; and reading and speaking them will, we think, do more for "expression," including inflexion, emphasis, and quality of voice, than any definite rules. The book, we doubt not, will be a favorite in our High and Grammar Schools.

THE AMERICAN EDUCATIONAL READER
No. 5. Arranged and graded for the use of schools. Published by Ivison, Blakeman, Taylor & Co., New York and Chicago.

We have already spoken of the first four numbers of this series, and this contains all the characteristics of those numbers. The selections are fresh, from the best works of our best authors, and well adapted to the wants of the school-room.

The illustrations are very fine, and must be a great aid to the imagination of pupils, without which there can be no good reading.

They help the pupil to see, "in his mind's eye," the scenes described. We regard pictures, when they are really *illustrations* of the text, as of great educational value.

MARJORIE DAW, AND OTHER PEOPLE.
By T. B. Aldrich. Published by James R. Osgood & Co.

If Mr. Aldrich had written nothing else but Marjorie Daw, his reputation would have been secure. He is acknowledged to be the prince of storytellers; but he is more than this. Marjorie has taken her place among the creations of genius; and, notwithstanding her brief earthly existence, she will appear among the "Noted Names of Fiction" in Webster's Dictionary.

The "Other People" are all interesting and delightful in their way, but Marjorie is our favorite.

EDUCATION ABROAD, AND OTHER PAPERS. By Birdsey Grant Northrop, LL. D., Sec'y of Connecticut Board of Education. Published by A. S. Barnes & Co.

About half of this book consists of the article by Dr. Northrop, on the question of "The Education of American Youth Abroad," and the opinions of most of the leading educators of our country on the subject. It is a valuable contribution to our educational literature, and seems to us exhaustive and unanswerable. The other questions discussed are all of them practical, and discussed with ability.

KINDERGARTEN CULTURE. For the use of mothers and teachers. By W. N. Hailman, A. M. Published by Wilson & Hinkle.

Every teacher, of whatever grade of schools, will be benefited by an acquaintance with Froebel's system. It is true his methods are chiefly adapted to a system of schools that do not exist in our public school course. It most nearly approaches our primary school system; but the question is still an open one, whether it shall constitute a new grade below the present primary, or supplant the earlier part of the primary course, and modify that of the more advanced. We confess to a doubt, ourselves, on this point; but we have no doubt that Froebel's principles will do much to leaven the whole primary and grammar school course. Its fundamental principle, "doing" before "knowing," and as a necessary antecedent of knowing is not new,—the Great Teacher announced it,—but it is a principle that teachers are so prone to forget, that it needs to be stated anew every generation, and even then startles many a teacher as an original idea. We remember, ourselves, when young, being struck with the terse statement of one of our best thinkers, that "Only so much do I *know* as I *live*." This fundamental principle, with its multitudinous applications and adaptations to a full development, we take to be the spirit of Froebel's system. The book before us will be found interesting and valuable, as showing some or the earlier methods of applying this principle in education. All teachers may learn much by a careful perusal of this book; and primary teachers especially will find much in its methods of practical value.

SEX IN EDUCATION; OR, A FAIR CHANCE FOR THE GIRLS. By Edward H. Clarke, M. D. Published by James R. Osgood & Co.

We think this not only the most important contribution to the vexed question of "the relation of sex to education," but one which, unless the Doctor's physiology is at fault, must lead to some modification of the High School course, and become an important element in the question of the co-education of the sexes in our colleges. The author leaves the beaten track, which has been travelled over again and again, of the intellectual ability of girls to compete with boys, even in the college course; admits, in fact, that they can, but insists on purely physiological grounds, that it cannot be done *in the same way*, without doing violence to an important function of females, at the most critical period of their lives, and often entailing upon them a life of disease and pain.

The male organization, he assures us, is adapted to constant effort and persistence; while in the female there is a periodicity that calls for occasional relaxation, which cannot be violated with impunity. While, therefore, the Doctor admits that the girls can compete successfully with the boys, he denies that this can be done safely in schools similarly organized, and organized for the regular, unremitting, persistent effort adapted to the male sex.

TECHNICAL EDUCATION: What it is, and what American Public Schools should teach. An essay, based on an examination of the methods and results of Technical Education in Europe, as shown by official reports. By Charles B. Stetson. Published by James R. Osgood & Co.

The appearance of this book is most opportune. The matters discussed in the essay, and the "official reports," from which Mr. Stetson has quoted largely, pertain to that department of education to which all eyes are now turned.

We know of no source from which one can get anything like the information on industrial education in Europe, that Mr. Stetson has given us. The essay is valuable for its suggestions in reference to our wants in this regard. Mr. S. is a gentleman of ability, and of much experience as an educator.

In this work, he has gathered facts relating to industrial education in Europe, giving us the benefit of their experi-

ments, of the failure or success of methods which have been tried in all their schools for the promotion of popular education. The reports cover the whole field, from the Primary to the more advanced,—the Sunday schools, the apprentice schools, the schools of arts and trades, popular lectures, and museums, detailing the methods of instruction in each, with apparently candid statements of failure and success.

PLAYS OF SHAKESPEARE. Selected and prepared for use in Schools, Clubs, Classes, and Families. With Introduction and notes. By the Rev. Henry N. Hudson. Vol. III. Boston: Ginn Brothers.

The plays contained in this volume are, "A Midsummer Night's Dream," "Much Ado About Nothing," "King Henry VIII.," "Romeo and Juliet," "Cymbeline," "Coriolanus," and "Othello."

The first two volumes of "Hudson's School Shakespeare" have already been noticed in the "Teacher." Not much need be said about the third volume, which is prepared on the same plan as the others. We should not, however, be doing justice to our high appreciation of the value of Mr. Hudson's labors in the field of Shakesperian annotation and criticism if we did not take this occasion to call renewed attention to his works. For class or club use, we prefer them to any others. The notes are all good, judiciously selected, and helpful to the student; and further, they are on the same page with the text, the place where they will do the most good. The text has been carefully pruned, so that it may be used in mixed classes without giving offence to the most delicate sensitiveness. The introductory remarks to each play are just what is needed to introduce the reader to the *dramatis persone*, and give him an idea of the plot and its development. Great good would result from a more general study of Shakespeare in schools; and Mr. H. has earned the thanks of all educators by what he has done towards making the study general and popular.

THE VOICE, AND HOW TO USE IT. By W. H. Daniell. Boston: James R. Osgood & Co. 1873.

This is a very good book upon a subject of importance to teachers,—not merely teachers of singing, but teachers of reading and speaking as well, who certainly ought to be well acquainted with the laws that govern the action of the

vocal organs in the production of articulate speech and musical sounds. How to make the proper sounds, and how to avoid or correct the common vices of vocal utterance, are subjects that probably receive much less attention in common schools than those that relate simply to notation and expression. Articulation commonly gets a fair share of attention in the reading exercises, but is too much neglected in singing. It often seems to be tacitly assumed that the teacher of elocution and the teacher of singing have entirely distinct and separate functions. Of course reading words and sentences is a very different thing from reading musical notation; but the culture of the voice as an instrument should proceed on the same general principles, whatever be the end in view. This fact is rightly emphasized in the book before us. The author deals chiefly in his discussions with singing and singers, but much that he says is of equal concern to the reader and the speaker. The following sentence in italics will indicate what his fundamental theory is: "*Singing and speaking are, or should be, identical.*" A teacher of the voice, who follows out that theory, is no more a teacher of singing than of reading. He lays the foundation which either the elocutionist or the musician may build upon.

In the form of a dialogue between teacher and pupil, Mr. Daniell gives a good deal of valuable information regarding the various methods of training the voice, and says a good many sensible things about them. Among the subjects treated of, we take from the table of contents the following: "Method," "Register," "Cause of tremolo," "Articulation all-important," "Singing out of time," "All can become singers." On the much disputed question of register or no register, our author occupies a middle ground; and herein, as we think, he does wisely. He recognizes the fact, which none can successfully dispute, that there is in every voice a point where, in ascending the scale, a decided change is noticeable in the position of the organs. He then describes very clearly what, in his opinion, is the true method of surmounting the difficulty arising from the change of register (or whatever else it may be called). The chapter on articulation is short, but highly important. We wish every singer, professional or non-professional, might read and profit by it.

This little volume does not claim to be a scientific treatise. Technicalities are avoided as much as possible. Yet the author clearly shows his complete mas-

tery of the subject. We can assure our readers that the book is well worth reading.

MONROE'S FIRST AND SECOND SCHOOL READERS. By Prof. Lewis B. Monroe. Published by Cowperthwait & Co., Philadelphia.

These books are prepared by one who has had experience in almost every department of education in the cultivation of the voice and elocution proper. They are made most attractive by profuse and beautiful illustrations; and the manner of using them is suggested by the author in such a way as to render essential aid to teachers. The lessons are such as will be interesting to children, and such as they will easily be taught to read with a natural and pleasing intonation. If they continue the use of this series of readers, they can hardly fall into the monotonous style which characterizes the reading of those who are drilled upon what they don't understand, and have, therefore, no interest in.

BOOKS RECEIVED.

ARTISTS AND ARABS; OR SKETCHING IN SUNSHINE. By Henry Blackburn. With humorous illustrations. Published by James R. Osgood & Co.

POPULAR SCIENCE MONTHLY. Conducted by E. L. Youmans. Published by D. Appleton & Co.

SPENCERIAN SYSTEM OF PENMANSHIP. Published by Ivison, Blakeman, Taylor & Co.

FIVE WEEKS IN A BALLOON. By Jules Verne. Published by James R. Osgood & Co.

AN ELEMENTARY ALGEBRA. By D. B. Hagar, PH. D. Published by Cowperthwait & Co., Philadelphia.

LIPPINCOTT's and Scribner's Magazines, Old and New, and the Atlantic Monthly are received, and are without exception excellent numbers of excellent periodicals.

TROWBRIDGE is "Doing his Best" in "Our Young Folks"; and other writers are doing the same, making most attractive reading for the boys and girls.

THE TEMPERANCE DRAMA: A Series of Dramas, Comedies, and Farces, for Temperance Exhibitions, and Home and School Entertainment. By George M. Baker. Published by Lee, Shepard & Co.

SURVEYING AND NAVIGATION, with a Preliminary Treatise on Trigonometry and Mensuration. By A. Schuyler, M. A. Published by Wilson, Hinkle & Co.

